

i5p83pneu162

New

General warming up process.

Don't need (2)⁽³⁾ as long as they have plenty of opportunity for this.

Balance still remains.

See there is opportunity for S but not as exercise.

Order doesn't matter so much as long as everything is included.

Group system for infants, not teams — they work for themselves.

Each group has a home

Introductory activity lively enough to want rest

Don't alter apparatus too often.

Can use apparatus in introduction but not if you are going to use ^{same} apparatus later on.

Occasionally let them do whatever they like, go to any groups.

i5p83pneu162

The Modern Approach to Physical Education

From research in nursery school and amongst children at play outside school aims of modern approach were built up:—

1) To make the children aware of their own powers.

2) To let the children participate wholly and with their whole personality.

3) To share responsibility with the class
Teacher acting as guide and coach, tries to stimulate children to ever increasing efforts and greater skill

Teaching of technique and skill is out of place with small children.

Old Basic form of Table

✓ Introductory Activity 2 (Trunk and head)

3 (Arm)

4 balance

5 lateral and abdominal

Game or apparatus.

Quiet ending

15p85pneu/62

Children pick up snow and throw it at snow man who gradually stands up. Then children say.

"Now Mr Snowman you look like a tree

You've grown so big but you can't catch me!"

c) Technique - Throwing and catching bean bags,

first stationary then running (No partners).

f) bean bag on flat of hand as near end as possible:

run, skip, etc. without dropping it

g) For keeping ankle and knee joints loose and flexible

- "Fairy Feet" have a little wood - Then "if fairies are good they can run round my wood" - run quickly and lightly

h) "Savage Sam" - stands before class "What can we bring you today Savage Sam?" - says all things for dinner except "dinner" - e.g. knives, plates etc. If says "dinner" children run for home. Child who is caught ~~for~~ joins Savage Sam for one turn.

Apparatus must be ready before lesson.

Can arrange progressive scheme for term but can also repeat.

4-5 year olds can practise technique. Coaching points should be taught informally - e.g. "watch it all the time" - "Try lower".

15p84pneu/62

Primary lesson - Drill - morning

Secondary lesson - varies - afternoon.

- music and movement, dancing, singing games etc.

Sometimes one primary lesson used as games lesson.

Formation:-

1) free practice.

2) chasing or racing game (new game, if any, taught here)

3) Technique.

4) Game - (preferably one known)

Games lesson for 4-5 year olds, using hoops.

(often without apparatus)

a) freely bowling them.

b) Using them as motor cars - steering, dodging.

c) without hoops - chalk lines drawn, jumping them.

d) Game "The Snowman" - Teach rhyme before game.

Snowman (teacher) stands in front of children who have a home marked

Snow man crouches - says

"I'm a little snowman,

Please make me

Just as high as a christmas tree"

Good plan to have chalk mark over which children cannot go.

i5p87pneu162

Games lesson for 6-7. - all wear bands.

- a) Free practice - Throwing & catching balls alone and with a partner.
- b) game - Divide class in 2 - one at each end of playground - run to opposite half on signal - catch hands on arrival - first team wins
- c) Technique - ball bouncing, on spot, all round, running - Divide class in 4 - one person in centre with bean bag, catch in circle - when good, team can run round while catching
- d) Game - catch your partner's tail.

"Games & Activities" - Margaret Laing

"Suggestions for use of small apparatus" - I. Munden

Philip & Tacey - equipment

London S.W. 6.

also. Tratman & Lowther

Bristol. 1.

i5p86pneu162

Games lesson for 5-6.

- a) Free practice - $\frac{1}{2}$ children with hoops and $\frac{1}{2}$ with balls - change apparatus - hoops moving, balls stationary, bouncing or throwing.
- b) "Three black men" - class behind a chalk line - 2 or 3 feet away. 3 children. Further away a line marked after which they are safe.

3 Black men say "We're 3 Black men

As Black as black can be

but none of you can ever catch me!"

(point separately to themselves) rest of class chases
Catcher is black man.

- c) Technique - bean bags - Throwing and catching both hands and one hand - stationary.

Throwing and catching bean bags while walking or running - mention forward throwing for running.

- d) "Tea-Time" - class in a group behind the line - another line in middle and line at back where Mother stands. One or 2 children at centre line. Class divided into groups - some have jam, some cake, etc. Mother calls name of one group children in centre ~~line~~ ^{tries} to catch group as it passes the line

i5p89pneu162

Have to keep interest of boys, otherwise they will lose their enthusiasm at about age of 7, won't want to dance with girls.

Modern Dance.

Rudolf Laban.

Lisa. Uhlmann.

Based on theory of movement.

To express our feelings through movement.

No set dances.

Good for small children, but can't get adults to go on making up dances without any technique.

"Modern Educational Dance".

"Effort" - Laban.

Lesson

"Let us dance" - Danced such ever way they liked
Different rhythms.

Expressions: - Happiness, sadness, anger, hatred

Group work - Made up dance sequence, all moving freely ~~at~~ together.

Strong sustained movement, light quick movement.

i5p88pneu162

Music and movement.

Music is a background and is a help, but the movement is far more important.

With very little children the less formal the better, if you choose music wisely it will always be a help. The simpler the tune the better, but it must always have a good tune.

Children should be prepared to skip, walk or run to music at an early age.

Start with skipping music

walking next

Never use same tune for skipping or walking, or walking or running. Always same movement to same tune.

Don't worry about loud and soft, quickly and slowly etc to begin with

Walk slowly, quickly, heavily and lightly.

Can't go on walking, running etc for $\frac{1}{4}$ an hour.

Can do story told by music, nursery rhyme singing game.

With upper infants there is a place for technique. Can learn simple steps - so that it gradually turns to dancing. - pointing toe, curtsey, bow etc. Can learn simple little dances

15p91pneu/62

Teaching of Reading

Must be preceded and accompanied by a background of language experiences obtained through home and school.

Pre-reading - stories told, picture books, - talk about pictures. own activities lead to discussion - between child and child, and teacher and child. All activities particularly those of 5 & 6 year old should have aim of building up necessary background of language experience which is vital to later reading, ~~the~~ vocabulary extended.

Hear & see words - have list written up in nursery schools - beginning to use memory. Should be constant attempt to expand vocab. through activities & real experience, the words will then mean something. Must have reading material which is related to their vocabulary. Small words such as 'it as' etc are difficult because they have no meaning.

Writing & tracing of words leads to later recognition.

Tracing round letters and all drawing.

15p90pneu/62

Lesson (later)

Worked up movement in group to a poem.

Books for physical work.

1933 Syllabus.

Board of Education recreation & physical fitness:-

1) Girls & women.

2) Boys & men.

Suggestion for the use of small education in P.E. -
Ly. Munden

King P.E. association.

Hamilton ~~street~~ House.

Bidborough street

W.C. 1.

Simple climbing apparatus for nursery & primary schools - Tralman & Lowther.

Rhythmics & simple dances for infant & Junior children - Long.

Music & Movement - Anne Driver.

Any publications by Ruth Clark - Dances for 7-14 yr olds.

Little rhythmic dances - S. Cansen, O. Henson.

Ten easy dances for infant schools - Warren.

Tunes for Rhythmics. E. Driver.

Curious character dances - Hayworth & Tuck.

isp93pneu162

Discrimination of word patterns.

Perceptual abilities - represent mental power - matures at different rates.

∴ accounts for fact that one often gets a child of normal intelligence, good sight and hearing, good language background, the right attitude to reading, who is still very slow in discriminating and remembering visual patterns of words and also slow in the ability to associate sound units with the correct group of letters - sensible approach to reading must cater for these troubles -

- 1) By providing child with visual patterns of strong contrast. Provide different words
- 2) By introducing new words very gradually
- 3) By avoiding small print and making sure that the type resembles the way the child writes.
- 4) By having one lined sentences
- 5) By catering correctly for child's span of recognition (amount properly recognised in one eye pause) Number and length of pauses depends on age and ability of reader and difficulty of passage.

isp92pneu162

- 1) 3 important aspects in learning to read :-
 - Visual impression
 - Auditory impression
 - Kinaesthetic - writing, drawing

2) Basis of reading is word recognition

3) A child should be interested in reading

A good method should help child to acquire habits and skills which are the basis of good oral and silent reading.

- 1) Thought ~~unit~~ and ideas
- 2) Accurate, quick word recognition
- 2) Proper eye movements.
- 4) Wide recognition span.

Factors involving reading ability :-

1) Level of general intelligence

Fred Schonnell - "General intelligence is that inborn all round mental power which shows itself as an ability to see relationships between items of knowledge and then to apply these relationships to new situations".
Extremely intelligent child is not always first to read

2) Special mental abilities of visual and auditory

Pre-reading experiences

create interest which will bring about the desire.

Method - 1) Picture books with and without captions.

2) Stories.

3) Personal interest — own names etc.

Name cards — all kinds of things
in connection.

4) Names on things in room — don't always
have them up.

5) Labels — "Close the door" etc.

"Our House"

"Books"

6) Weather Chart. — something which is always
there e.g. "Today the weather is:-"

7) Command cards or flash cards — begin with
one word only e.g. — stand, sit etc. Should be
written on both sides. Hold up — says "Stand" —
look hard — hold up again — "What does it say?"
Next time children do command and later the
children themselves can hold up the cards.

Next use short sentence e.g. "walk slowly"
followed by longer ones e.g. "go to the door". "put
up one finger" etc. All on one line only.

This is reading apparatus.

When they / ^{got} ~~went~~ down / they went / to see /
the small / elephant /

Too Difficult:-

One crane / was unloading cases of butter /
from Australia /

2 Material must be suitable, there should not
be more than an average of 3 new words
per page. Printed material should be carefully
arranged with pictures to help, eyes space
between lines.

3 Experience and language background — environment
factor

Stories, books, pictures, visits — give rise to
question and answer.

4 Emotional attitudes of interest, individual
application, confidence.

In preparatory period is to create interest
— Plenty of picture books
Stories

Child only learns when interested, some have
better ~~can~~ powers of concentration than others.

can be judged by:—

1) Physical readiness.

- a) eyes - watch when reading - look too far or too near.
- b) ears - does he respond to questions or directions? i.e. is hearing defective or normal?
- c) speech - does he speak clearly and well?
- d) hand & eye co-ordination - does he co-ordinate well? (eg. in craft & physical work).
- e) health - is it good?

2) Social readiness - does he work well with a group? (does he co-operate well?)

Does he share well and wait his turn?

Is he self-reliant?

Does he work things for himself without constantly asking for help?

Does he find something to do when task is finished?

Listening powers:—

Is he attentive?

Is he a good listener?

Does he listen to whole of story, is he able to retell it?

Can he follow simple directions?

Alphabet should be up in room but phonic method not used until some "look and say" has been done.

Often alphabet has been learnt already.

8) Daily news sheet - only "News" on top.

Children can draw and teacher write - one word only will do eg. circus - or short sentence - "today is John's birthday". Only include ~~the~~ something which has happened to the children and which they are interested in. Children learn to read as they write.

Number and writing are associated ∴ they see • and write 1.

The 3 R's go side by side -

∴ + ∴ = ∴ 4 and 2 makes 6

Wall stories useful

Board work can be introduced, use familiar words eg - ice cream. Mummy, Daddy. Farm. ~~the~~ steam - roller, grass, milk post office. station. shop etc.

"Psychology and teaching of reading" Schonell.

Reading readiness - varies considerably

∴ a child reads at 4 does not mean will be brilliant.

- him to memorise a short poem?
- Can he^{re}-tell a story reasonably well, without confusing order of events? Can he dramatise a story imaginatively?
- Can he listen for an average length of time without restlessness?

Mental Habits

- Has he established habit of reading from left to right?
- Can he interpret pictures?
- Does he grasp fact that symbols can be associated with pictures?
- Can he anticipate what may happen in story or poem?
- Can he remember central thought as well as important details?
- Speech :- Does he speak clearly?
- Does he speak correctly after being helped?
- Does he speak in sentences?
- Does he know meanings of words that occur in first readers?
- Does he know certain related words?
- big - little, up - down, top - bottom, cold - hot.

3) General Readiness :-

- Does he take good care of materials assigned to him?
- Does he show resentment?
- Does he profit by experience? (eg. by watching ~~at~~ another child)

4) Emotional readiness :-

- Does he appear to be happy and well adjusted in school?
- Does he accept changes in routine quite calmly?
- Does he see a task through to completion?

Poise :-

- Can he meet strangers without undue shyness?
- Does he accept a certain amount of opposition or even defeat without crying or sulking?

3) Psychological Readiness :-

- Is he interested in books and reading?
- Does he ask meanings of words?
- Is he interested in shapes of unusual words?
- Does his mental test show him sufficiently mature to begin reading (Intelligence quotient)?
- Is a child able to demonstrate an idea (draw)?
- Does he offer opinions about his own work or that of other children?
- Is his memory span sufficient to allow

a word into his reading vocabulary he should be able to 1) recognise it by the visual pattern.

2) pronounce it correctly 3) understand its meaning.

In some cases children can do 1 & 2 without 3).

∴ material is wrong for the child.

Phonic training should always be used in close relationship to material being read.

In conclusion it should be remembered that phonic training should be given to pupils only when it is required and it should be functional.

Number.

Great variety of methods.

Froebel onwards - idea of approach through play & through dealing with concrete material - gained ground until reached state of "learning by doing".

Either method of teaching number is incomplete - a break down is inevitable, if one method has been used alone.

Sometime the abstract must be introduced - play method makes use of child's interest - handling with concrete material helps approach to the abstract.

Usually begin definite reading between $5\frac{1}{2}$ & 6.
Use games and apparatus to build experiences round reading.

All reading can be connected with writing.

Fred Schonell.

The Physiology and Teaching of Reading.

Range in Factors Determining Reading Ability

Factor.	Range	
	Lower limit	Upper limit
1) General Intelligence.	M.D.	Supernormal
2) Special Abilities (visual & auditory)	Complete inability to discriminate word patterns.	Highly developed visual and auditory power.
3) Experiences and language background.	Very limited experiences & a limited vocabulary.	Very varied experiences and a wide vocabulary.
4) Emotional attitudes.	Unstable or lacking in initiative and/or independence. Lacking in confidence.	Independent, confident, persistent, stable.

8 Schonell points out general agreement that phonic training should be postponed until children have :- 1) acquired a certain vocab. through sight methods, 2) reached a certain mental age.

Also believes that when a pupil assimilates

"wants to know how" then is the time for technique. Change from concrete material to technique must be gradual.

The child is using intelligence & reasoning power when learning technique. Mechanical memory cannot be cut out.

Habit, attention, memory must be made use of in consolidating. The work begun by interest and interest experience and therein lies the justification for individual occupations.

We need a balance between informal & formal teaching and the 3 stages of balanced number teaching.

- 1) Concrete material - experiences.
- 2) Definite apparatus.
- 3) Fixed in the memory by individual occupations.

I Nursery Stage 3-5 years

No attempt to differentiate in 3 stages, except in exceptional stages.

No real formal teaching.

- a) Play and constructive interests.
- b) Rhythmic Interests. (games & rhymes).
- c) Abstract number Interests.

Play and concrete material must link together. Projects - especially shops - leads the child on to money, weighing, measuring - Bus projects lead to time, distance.

Interest is driving force - children very interested in own things.

Interest leads the children to desire experience.

It has been said of children: "Counting, comparing, measuring are natural interests arising out of the activities of the daily round".

The teacher has to bridge gap between activities, concrete experience & number ideas.

No formal teaching in N. school but number cannot be ignored - function should be to include provision for natural growth of number ideas & N.S. children are chiefly concerned with number as a language - Number games and rhymes. These are continued in early infant days - gaining mathematical experience.

Number must be learnt as another subject, play and experience is not enough. Children must be harnessed and driven into the subject:-

- 1) Ideas
- 2) Technique

There is always a time when the child

i5p105p neu/62

One, two, buckle my shoe.

Ten nigger boys.

I love sixpence.

Simple number games:-

Oranges & lemons.

Nuts and may

Soldier Boy:-

Soldier Boy, soldier boy where are you going

Bearing so bravely the red white & blue.

I'm doing my duty & helping my country

If you'll be a soldier boy you'll come too

Then two march up & down

March 5 steps. 10 step. big, little etc steps.

Clapping.

Emptying from one container into another. count.

c) Some children can deal with number at an early age.

Arranging paper of different lengths.

Manilla shapes

Big dominoes

i5/04p neu/62

a). All incidental.

Quite a lot can be done in play houses - laying table. Measuring liquids. Size - measuring. Clock. Postman. milkman. Dolls not often used.

No real idea of money. Handfuls of money given out to person shopping, and then she may give a little back when something is bought.

Flowers:- arranging can introduce number interest, large, small & medium, so many in each vase.

b) Rhythmic interests. "This little Pig"

One little ball in my box.

Two little feet in my socks.

Three little dolls in my bed.

4 " chick in a shed

5 " bees in a hive

Let's all clap 1, 2, 3, 4, 5.

Subtraction - Peter & Paul.

Building up. Here is the Beehive. Where are the bees?
Hid away where nobody sees. (tist closed)

Here they come creeping out of the hive

1. 2. 3. 4. 5.

i5p107pneu162

and paper clip. Fishing rods with magnets on.
Fish can also have sums on which are worked out before another fish is caught.

4) Spinning tops

Good idea to show new apparatus in morning.

5) Skittles.

Table games:-

6) Snakes & ladders-

7) Matching cards. Individual spinning tops.

Beginning of written work is writing scores down.

learn + means 'and'

Also simple subtraction.

Don't despise use of fingers.

Work must be graded carefully.

Number pictures and symbols.

Get + & - firmly fixed to avoid confusion later.

All work alternated with games.

Introduce 12. Ruler. Clock. Pence. Year.
The children have met 'dozen' in shopping.

12 = dozens. $\frac{1}{2}$ dozen. Not going to sums, but it is a bit of information.

Shilling - don't say dozen pennies. 12 pennies = 1 sh.
Have pennies & shilling out

i5p106pneu162

Infant school 5-7.

On time - table as number.

Beginning to acquire academic knowledge.

At this stage can't tell which child will be good at number, because some have more opportunities than others to practice.

Teacher must bridge gap in reception class between number experiences & number as a subject, very often continuation of nursery work. Still have projects - shops.

Post Office, - good idea of addition and times.

Still number games - "They are in fact the concrete situations for leading to the more formal and abstract studies of these two processes (addition & subtraction)".

Should be encouraged to count

1) Games - for games. - Hop scotch.

1	2	3
4	5	6
7	8	9

by throwing, or approved method of hopscotch.

Throw on number - find number or counters.

Later have 2 throws - addition. Can learn to read write down score. Only play with group

2) Number arch.

1	4	3
n	n	n

 roll ping-pong ball.
build wall to stop balls.

3) Fishing :- Cut out fish with numbers on

i5p109pneu162

possible. Can write on back Ruler = 1 foot
Can measure things and will soon find
Difficultly without ins.

Give sticky inch squares of coloured paper
Discover for themselves how many can get into
ruler, number the squares.

Plenty of practice in measuring objects under
12 ins. Can write down results but ~~can~~ be quite
sure what ins are. — "There are 12 ins on
my ruler" My book is 5 in on one side, 7 in
on other. If worry about not going exactly
say there are smaller measures but not learn
them now.

Can buy paper strips for measuring. Take two strips
and add them together.

Start from beginning marking inches.

$$\begin{array}{|c|c|c|c|c|} \hline \text{ins} & & & & \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline \text{ins} & & & & \\ \hline \end{array} = 10 \text{ inches.}$$

Keep within 12 to begin with

Ft and in sums, $\frac{ft}{2} \frac{in}{3}$

School of thought — relate ft & in. to 5 & 2

Clock :-

Let each child have clock face. 6 in diameter,
centre marked. Mark for position of 12, can put
through centre, put in nos. 12 & 6 do same with

i5p108pneu162

addition — $9 + 3d = 1sh.$

$10 + 2d = 1sh \text{ etc.}$

Good stage to let shop with direction from
teacher. Child who is going to buy is given
sh. piece. Asks shopkeeper for change for sh.
Then buys articles under shilling. Then "can
you buy something else to use up all 2?"

Next stage — doesn't change shilling first,
shopkeeper has to work out change.

Picture cards of shopping.

Small addition sums. $\begin{array}{|c|c|} \hline 6d & 1d \\ \hline \end{array} + \begin{array}{|c|} \hline 1d \\ \hline \end{array} = 7 \text{ pennies}$

$$4d + 3d = 7d$$

2 tables. $11d + 1d = 1 \text{ shilling}$

$10d + 2d = 1 \text{ shilling etc.}$

Can introduce measuring unit in jumping game.

Mark jumping, compare — long, short etc.

Desert Island game — large rectangle on floor,

children on it. Measure out Island by feet

results will vary, then come to realisation of

discrepancies so see need for unit of measure.

But can probably plunge straight into construction of
ruler.

Must make ruler inch wide & 12 ins long and
give to children — and tell them name ruler.
Measures 1 foot — as nearly like grown up foot as

15p111pneu162

5 mins past. all the different hours.

2 children each holding clock,

Past 5 to game. 1 puts at 5 past and other at 5 to, so get association of relationships. go round hour doing this. They both meet at $\frac{1}{2}$ hr. will become almost mechanical.

Can give little test with 3 pasts and 2 ~~to~~ to's

Year

Year - 12 months and names of them.

Another relationship of 12.

Weather chart.

Birthdays

Calendars at Christmas.

"Thirty days hath September" - will realise all months not same length.

Order of months

Draw out a month on board.

After drawing out spaces and children also, the children can put in numbers.

Teach days in week

Difficulty of 3 whole weeks and two days.
4 weeks - 30 days. Lunar month.

Could make calendar of present year
might mention seasons.

15p110pneu162

3 and 9. Give out $\frac{1}{4}$ clock divided in 3 segments so that children can mark ~~different~~ in rest of nos.

Hands fixed on for children

First take times that are familiar to children. little hand only for hours. Don't move minute hand to begin with

7 o'clock get up.

8 o'clock have breakfast.

9 " " go to school.

10 " " lessons.

11 " " Play

12 " " go home

1 " " dinner etc.

Be certain they have grasped hours.

$\frac{1}{2}$ hours means introduction of minute hand

When folded clock in half - what was number.

opposite 12. Half-past.

put 3 segments on clock - covering up $\frac{1}{4}$
work on quarter past.

Right hand side of clock tells of past.

Introduce minute divisions on clock


Let them experience minute, can do this for 5 mins and move hand on.

Fractions.

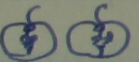
- 1) folding and cutting paper not all important.
- 2) Have to be experienced and felt. Children have had experience in whole things - in shop have handled $\frac{1}{2}$ pints, $\frac{1}{2}$ dozens etc.

child must clearly understand:-

- 1) The whole.
 - 2) The fraction as expressed by so many equal parts of the whole.
 - 3) The method of expressing the fraction as a symbol.
- ~~The~~ Teacher takes apple to divide between 2 children. Cuts it (across is better for later ref.)

On board We have  one apple.

We cut — it

into  two equal parts.

Cannot write like this but

one apple 1

we cut it —

Into 2 equal parts 2

Each part is $\frac{1}{2}$

Instead of bits we put number of bits underneath.

Top figure represents whole number

bottom " " parts of the whole.

(When this is done, folded paper can be used. Cutting

can go in twos and find out which is oldest
How many months till Christmas etc.

Dozen - 12 things

12 ♂ in S

12 in in ft

12 hrs in day

12 mths in year

Introduction of yard:-

No use dwelling on familiar.

Let children see a yard. piece of string for each yard. Have out own rulers.

Can divide yard by folding - $\frac{1}{2}$ yard - $\frac{1}{2}$ yard.
1 yard

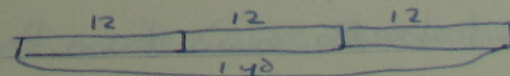
$\frac{1}{2}$ yd $\frac{1}{2}$ yd
 $\frac{1}{4}$ yd $\frac{1}{4}$ yd $\frac{1}{4}$ yd $\frac{1}{4}$ yd

can introduce abbreviation.

Relate to foot rule - find out how many times ruler goes into yd. - remind them name of ft.

There are 3 feet in 1 yard.

Simple addition of yards.



work out $3 \times 12 = 36$ ins in ~~foot~~ yard

Introduce yds & ft sums.

Can relate to money. yd of ribbon 6^d how much $\frac{1}{2}$ yd

i5p115pneu162

numbers, all others are made from them

Also know $+$, $-$, $=$

Now must learn that in 22 the 2's mean something different.

Might tackle with a story

Cave man living in cave. Number of sheep. One day wife says "Not as many sheep" - count them. couldn't - no schools. Idea wolf taking sheep.

Got to find out how many. Built place to put sheep. Watched during day, put sheep in fold at night. Want to find out how many came in. Used fingers, until all fingers had been used.

Picks up stone - means all fingers used up once.

Then two stones. - Grasped need for counting - method of doing something for every 10.

Eventually man made up names for numbers. up to 9. When came to reset and put down one stone 10. Then put 20 and so on.

One child with fingers up 10.

2 children " " " 20

1 ten is 10

2 tens are 20

3 tens are 30 up to 90


Simple addition follows on not involving carrying 4 10's


i5p114pneu162

comes into \div)

But this is only initial stage to show what cutting line means because when you come to $\frac{3}{4}$ The top number is not a whole.


Fold paper in half, cut it, what is it called, write $\frac{1}{2}$.

Whole part in 2 - show me one, that is $\frac{1}{2}$
 do not cut circle.

Also a strip to be folded in half. Fold again  how many parts? - 4 - put on board $\frac{1}{4}$
 Can do any number underneath, so long as there is only one above.

How many quarters in $\frac{1}{2}$?

If question of $\frac{2}{4}$ arises explain that $\frac{2}{4}$ are the same as one half \therefore can be called $\frac{1}{2}$

Take away one quarter 

How many had you?

How many have you now? $\frac{3}{4}$

Always get denomination first.

Put quarter back $\frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1$.

Notation.

Place value.

Children know numbers 1-10 They are the only

15p117pneu162

Subtraction

Decomposition } no justification for either
Equal addition }

Tables

Are essential, must be tackled in infant school.

Small children like repeating things.

2x probably taken first. Can't get very far without it.

Real beginning of tables after lesson on notation.

Shouldn't be tables until they know meaning of $+$, $-$, $=$

Love rhythm of $10x$.

7, 8, and 9 most difficult tables.

Some people have picture way of building up tables.

2 gloves, 3 clover leaf, 4 Maltese cross, 5 hand, 6 sixpence,

7, 8 $1\frac{1}{2}$ stamp, 9 9^d stamp, 10 hand (fingers)

11, 12 shilling

Tables square - beginning of higher maths.

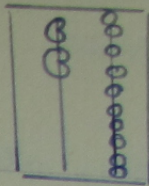
12" square so get 144 squares.

Can work out tables from this table by counting up squares.

Multiplex down side, multiplicand along top.

Choose number, put ruler along choose no. along top line and then come down and mark square then count up no. of squares in the block used

Underlying principle of 'times' has already been discovered building up of tables helps it



15p116pneu162

Tell how Roman boys counted
make simple calculating boards.

Make two grooves on cardboard,
must so arrange can't get more than
19 down groove. Take all peas off and put one
bean on other column, put peas in empty box.
Must be very careful not to take peas from wrong box.

Box 1. Original peas.

Box 2 Beans.

Box 3. Counted peas.

When get to 30 ask how many in tens column.
See how many in counted box.

peas represented by beans.

Give lots of examples - questions.

Next - probably 2nd lesson. 3 ones and

two tens. How many have we - aurally

Then have piece of paper same size and

below calculating board. Do one number

then fold under so they don't try to add

numbers. Don't mention tens and units to begin with.

Units - not ones. Put a u at top of column to show ~~as~~ is. Others called tens.

Adding of tens and units without carrying figure.
Can use hundreds as well

15p119pneu162

Measuring

36 sweets in box 4 in a row, how many rows.

Sharing

36 sweets in a box 9 ^{rows} ~~in~~ row, how many ~~rows~~ ^{in each row}

Junior School 7-11

Avin was to get through scholarship exam.

7-11 Why? — universal education very recent. 1900 no real conception of divided schools — all lumped together.

1902 Findlay wrote — 'Principles of class teaching'

Child's life divided into stages: — Birth to 4 Infancy.

4-6 Early childhood, 7-9 later childhood, over 10 boy or girlhood. Urged a break at roughly 11. All

ed. before was primary, after 11 was secondary

1903 Promotion from infants to be between 7 & 8

Problem of pupil teachers considered — everyone given a chance. Must have secondary ed. up to 16. — so scholarship test arose. 25% free places which had to be competed for — 1907.


1918 — Compulsory attendance up to age of 14.

Local authorities must provide some form of advanced instruction for the older or more intelligent children.


Must make Development plan — some authorities did others didn't.

15p118pneu162

If I had 3 boxes of Oranges with 12 in box, how many have I altogether.

 12

 12

 $\frac{12}{36}$

Numbers of sums can be taken without mentioning multiplication.

Can't go on drawing boxes etc. so we say how many 12's have we? So we say $3 \times 12 = 36$.

Can do several pictorial sums with other way underneath. Then go on to $\frac{12}{\times 3}$
 $\frac{36}{36}$

Division

Measuring and sharing aspect.

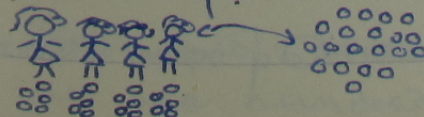
1) Measuring — A shopman had 32 eggs which he put into little baskets, How many ^{baskets} ~~eggs~~ on ~~each~~ did he fill if he put 4 in each basket. First draw eggs. Put them into 4's crossing them out from the mass as you go along.

Put baskets round them. — 8 baskets

Do several of these — flowers in bunches etc.

Then $32 \div 4 = 8$. When we group we divide.

2) Sharing — 20 oranges shared between 4 girls.



~~5~~ $20 \div 4 = 5$

i5p121pneu/62

Pestalozzi and Comenius both advised this aim.
so it is not new.

Got to be able to observe child, can't do it by
standing in front of class.

~~the~~ Characteristics of Juniors: -

Physical strength. - usually good health 7-11.

full of life and vigour.

Activity a) physical - up to 9 enjoys movement
for its own sake.

Between 9 & 10 movements need more definite
aim. Beginning to want to learn technique.

b) Mental - age of mental quickening.

Preparing for race of life. Can enjoy learning tables.

Advance in logical reasoning and critical thinking

These can be used to advantage, elementary
groundwork made safe at this age.

Beginnings of technique. Sometimes this age is
rough and wild. Must be given opportunity to
get rid of impulse and plenty of physical work.

~~Physical~~ c) Social development: Development of the
work attitude. Grouping tendency. Still solitary
occupations as well. Like to work together as
well as play. Group games, cooperative work in
classroom. Criticising and discussion of work, not
self-conscious.

i5p120pneu/62

1925 "Age of 11 is increasingly recognised as most
suitable dividing line between what may be
called Junior and senior education" - Board of Ed.
Primary ed. should end ~~at~~ about 11.

1927 Junior departments accepted.

Junior schools should at ^{best be} nice balance between old
and modern - 3R's and activity experience.

~~At~~

Memory at its best between 7 and 11. - very
receptive period. Children must understand what
they are doing because it is possible for them to
learn without understanding.

Early divisions of psychologist 7, 14 & 21. so omitted
juniors.

7 to 7+ best age to move to more formal age.

Ministry urge close cooperation between infant and
junior schools.

Older children dominate younger ones so essential
to have different departments.

Aims: - 1) It will be the aim then of the junior
school to provide an education which is suited
to the ^{nature} ~~age~~ of the children between ages 7 & 11
as well as to give a satisfactory
preparation for years beyond.

15p123pneu162

Everything is done with enthusiasm.

Tendency to form gangs - copy what they see in films. Sometimes lead to juvenile delinquency on the other hand Scouts etc help.

Development of work attitude:- Increasing awareness of difference between work & play. Desire to work to achieve an end.

Junior child begins to look ahead. Can work for a longer period. Can visualise a finished piece of work. Beginning to think of cause & effect. Project often valuable with juniors, can discuss it and visualise it, can link up with all subjects. Capable of concentrated effort. Can take pleasure in their work. Must have an end which they can reasonably attain.

Beginning to see the difference between what he wants and what he has to do.

d) Self-criticism:- teacher's criticism must be constructive. Can lose self-confidence, and self-respect. Teacher is occasionally a dictator as well as a guide. The more intelligent the child the more faithful the criticism.

General ability and special talent

Closely akin to intelligence. Reactions to learning & life

15p122pneu162

Modern Education Dance (Movement training)

Rudolf Laban.

Lisa Ullman - Studio in Manchester.

Originally (pre-war) called Central European Dance.

Need for harmonising of bodily and mental faculties. Lately realised this harmony must be achieved in order to educate child.

So this dance is educational.

Need in child for activity - so use fundamental movements. Child would find own rhythm through this movement.

Imagination would be exercised by child and memory. Bodily memory becomes bodily intelligence.

Began with 3 elements of movement:- Space, weight and time, first in abstract. Miming all the time.

minae at end of lesson, gives something more easily understood, great opportunity for individuality.

Movement is not only movement of arms and legs.

Doesn't presuppose there will be no technique - later there will be.

Normal child hungers for knowledge and thirsts for facts.
Curriculum must be activity and experience,
child, teacher, school, district, environment, and means
at disposal must all be taken into consideration.

Emphasis is still on 3 R's

Scripture, History, geography, crafts, art, music and P.E
is the traditional list of subjects

Approach to the subjects is what is all important so
that the child is active and interested

Physical activities :-

Games.

Physical Training

Dancing

Creative Activities :-

Art.

Craft.

Needlework.

Music.

Literature

Essay.

Activities requiring mastery of skills :-

Reading

Writing.

Arithmetic

Religious Instruction :-

Activities concerning environment :-

History.

Geography.

Nature study.

Special talent is no great credit to self or teacher.
Special talent is not evident in junior stage.
but General ability is evident or the lack of it.
Work depends upon general ability.

Children can often paint extremely well but it is not
always a talent because they lose it when they
get older.

"An intensive interest in drawing may mean that
the child possesses exceptional talent, or that he
is mentally alert and is using his power in that
direction. The former is uncommon the latter is not."

General ability varies - can be measured to a certain extent
by Intelligence tests and by observation.

Co-education - on the whole it is best in junior schools.

Difficult children - more cases in Nursery and Infant
schools than in Junior schools.

Curricula of Junior Schools

Beginning to reason. Inquisitive. Lusty and vigorous.
Must be doing - So all these must be considered.

Appropriate mental fare

Factual knowledge is not education, it is only
one small part which must go side by side with
the rest.

15p127pneu162

Refuse to accept short sentences which don't make sense
Don't ask questions which only need one word answers.
Give children plenty of opportunity to ask well worded questions.
Insist on accurate and orderly written work.

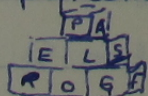
Encourage wide reading - extends vocabulary
Responsibility to make child fluent, lively and exact.

- 1) Speech is a skill
- 2) Speech is an art
- 3) Speech is a feeling
- 4) Speech is a doing

Reading:-

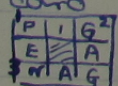
Many junior children haven't fully acquired the skill.
Very wide range of reading ability.
Consolidate and revise what has been done before.
Must have something which they can read.
Need to have interest maintained
Can't wholly use infant methods. Make games etc.
Suitable for juniors.

Cubes with letters on all sides and make pyramids
making as many words as possible
or can do it on pieces of paper not cubes.



Tumbled words on a card

Crossword puzzles.



Animal that grunts etc

15p126pneu162

Speech Training:-

Speech is fundamental.

Provides teacher with powerful weapon - comes naturally already.

Most ready age to talk.

Children will only talk if they have confidence. So first have to establish natural relations

Continuation of news talks. - Discussions on weeks work, ways to improve form room etc. - At first informal - talking with guidance.

Pretend broadcasts:- announcer (good speech). Spelling B's. Book talk.

Brain's trust, short plays, news, weather, historical talks.

Topical events, (correct grammatical errors, as well as slovenly speech)

Dialects:- not teachers job to stamp them out, but teach children to speak well.

Reading at Assembly, announcing hymns etc.

School plays.

Choral speech.

Clive Sansom books on rhymes, jingles etc (Blackwells)

Reading of poems.

Re-telling of stories read in audible voice.

Breathing exercises.

By this age speech habits are formed.

Give children opportunity for re-stating in their own words, what they have learnt.

15p129pneu162

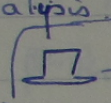
Draw a line under word ~~with~~ which is like one in box

Fat Fall
Fat
Full

Simple exercises in comprehension.

bow-wow-wow Tack
Jane
Nip

Phonic analysis associated with pictures

 cat
hat
rat

cat cat
hat
rat

Mixed up underline word that's different.

cat
rat
cut
hat

Great need for individual practice. Time for private reading with a variety of carefully graded books.

Poor readers have to be dealt with individually & sympathetically.

Group reading: has a certain value.

Good reader shouldn't always be put to look after a group.

Never have the weakest with a child.

Valuable with good readers to read aloud together.

Writing combined with reading.

News sheets.


Individual books. Comprehension tests.

Reports on what read.

Make use of interest of child.

15p128pneu162

Fill in missing words. - "The golden — sinks early."

Jig-saw puzzles. Divided in squares and pieces that fit on.  with A — of birds. Then find card with flock to fit on.

Link with geography — an eskimo lives in —.

Completion of proverbs with pictures as well.

Similes — as white as snow.

General intelligence. Black man — Negro etc.

Parents & children. Mother sheep, father sheep & (lamb).

Using correct words to describe action. He (slept) soundly.

Schonell

Matching cards.

Drawing and colouring associated with words and ideas.

Association of words with pictures.

Association of sentences with picture — give several sentences to choose from.

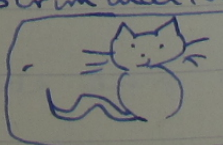
Same thing without pictures — recognition of phrases and sentences.

Practicing in word recognition through matching.

The dog is in the tree the tree

Association of sentences and pictures.

Word discrimination aided by recognition through

Pictures  Basket
little
kitten

Skill & Spelling

Correct spelling is a habit. -1) The learner must have a strong motive for wanting to spell correctly.

2) Plenty of time must be allowed for repetition.

Opportunity for constant use of the word.

3) There must be a feeling of improvement.

"A little and often".

Look at shape of word - picture

Some people learn by sound (phonetics).

Some people get feel of word.

Age where children learn easily, and if learning is coupled with understanding then periods of daily practice are good.

At top should be working with dictionaries.

They can master 5 words a day, with meanings. connect words with subjects, choose topical words.

With younger ones; - word written clearly on board, pronounced and spelled by teacher. Children do likewise, then shut eyes and see picture. Explain meaning by use of sentence. Let them put in a sentence. They must write the word. Some form of a test after revision. Word books - lists of words learnt.

Words for week.

Avoid babyish books.

Put as many books as possible for them to read.

One method won't do - blending & phonic practice, look and say, reading practice, sentence matching.

The scientific approach to reading

1. The use of a graded reading test.
2. The planning of methods and division of groups on the basis of 1.
3. The selection of appropriate materials for the groups.
4. The maximum practice for all groups.
5. Testing progress.

10 words for each age group. From results get reading age.

Reading age (for recognition of words)

$$\frac{\text{Number of words correctly read}}{10} + 5$$

Testing progress done in various ways.

Can read classical books and books connected with subjects.

Learn to read for :- pleasure, information, to share pleasure and interest of other people and with other people.

History

Secondary Modern Thing of Doing

Civic purpose of teaching history

children love a story

Help & improve intellect - accuracy.

Sympathy for certain things

Recognition of cause and effect

Aims 2) Intellectual,

1) Moral & Ethical.

Syllabus:- Type of school & child dealing with

Process of selection

1) Chronological syllabus.

I Form - Pre-history, Ancient History.

Work on through school

2) Lines of Development

Certain central themes in stages of course.

eg. 11 year old Houses & transport.

Government - Trade etc

Trace lines of development through topics.

3) Patch Method

Choose important epochs in history and use

those as basis of study. Within patches get

all sides of history

Textbooks support (1)

Class Dictionary - encouraged to use it.

Spellings B's.

Crossword puzzles.

Tumbled words.

Test book.

Handwriting

Aims:- Legibility

Speed.

Needs - good standard set (teachers own writing on board)

Individual practice for mastery of technique & speed.

each civilization to ~~our~~ own. High peaks of human civilization.

- Outline of Dark and Middle ages ~~with~~ with particular emphasis on :-
- 1) Slow rise of civilization
 - 2) English nation up to 1485. 3) Ways of life of Medaeval men & Achievements of medaeval world.
 - 3) Coming of new ways of life in 15

II Form - English & European History from Renaissance to Napoleon, putting emphasis on wide background of European History. Discoveries, Reformation, Crown & Parliament in Stuart times. 17 science, Louis XIV. Russia. Europe & far east. Beginnings of U.S.A. French Revolution

III Form - English social & economic history

Feudal system, free field system Medaeval towns and guilds, Tudor and Stuart social life 18th life. Agricultural and Industrial Revolutions.

19th Britain

IV Form Europe from Renaissance to Present Day.

Repeat renaissance & Discoveries. Napoleon

American History. American Constitution, Roosevelt. Survey of countries in Europe, ways in which governed, our relations with them today.

- 1) In many cases never reach end. When and if come to end forgotten beginning
- 2) Can deal with easier topics first. More difficult for teacher. Gives child no idea of continuity and development.
- 3) Can study one period at leisure, and can pursue own interests in period. Topics have to be selected carefully. Only get short way in a long time.

When making a syllabus

Must have some link with children.

Planned as direct expression of aims of teaching history.

Rational and carefully planned

Material must be appropriate to age and ability of children concerned

Must ~~not~~ only be concerned with Britain

Always revised and brought up to date in light of research

Town School (4 forms)

I Form - Study of Ancient world (Ur, Egypt, Assyria, Chaldaea, Jews, Greeks & Romans). Details of social life, ways of differing from own. Special contribution of

Social services Agriculture & Industry).

Visual Aids Blackboard. Textbook. Epid^{ias}iscope
Film strip projector. sound projector. charts, wall
maps, models. Television — of value in
assistance of teaching, but shouldn't be
centre

English.

Aims :- Everyone to see standard is kept.

- 1) Clear speech as means of self-expression
- 2) To train children to get meaning from spoken and written word
- 3) To develop children's ability to express own ideas in writing
- 4) To encourage the children to appreciate literature

'A' stream - make child speak correctly with good pronunciation and reasonable fluency
To express himself in writing lucidly.
To show knowledge of differences between good & bad lit.

Power of reading books for purpose of acquiring information

Scheme II

Form I Deal with two main topics in year.
1) Houses and habits. Cave to today.
2) Spirit of adventure and exploration.

Form II 1) Transport through the ages.
2) Earning ones living. Primitive existence.
Primitive agriculture. Feudal system.
Rise of towns & craft guilds. Cloth trade.
Markets and fairs. Results of great discoveries.
Need for banks. Great inventors.

Form III Sketch of interdependence of modern world.
How problems were dealt with in early times. Industrial revolution. Responsibility & power transferred to people.

Form IV Second British Empire based on self gov.
Co-operation of great dominions in war.
Attempt to encourage co-operation of nations.
Topics arising from current affairs

Scheme III

Form I Aspect of English History. (Tudor England - main characters. Queen, writer, soldier, sailor. Social conditions. Imaginary life of child in times. Rich & Poor child. Religion. Sport & entertainment)

money by post, making & applications. How to give directions, answer questions

6) Letters - guidance in writing of all types of letters.

7) Writing notes. - teach step by step making of notes paragraph by paragraph.

8) Playwriting - based on topical interests & incorporate other subjects.

9) Other considerations - Road signs, bank, radio, television. Discussions & debates.

10) Literature - Select to meet needs. - well chosen books. How to study & extract best of book. 4 reasons why read. - Enjoyment extend vocab, enable them to understand passage of lit., source of information

* Comprehension. - Enable children to follow argument, insight into logical sequence. Not taken from current reading book.

Appreciation. - Wide range of reading. Reading lists, libraries

11) Drama :- to teach them to speak English. Acquisition of confidence, appreciation & enjoyment of plays. Action spontaneous. Everyone fair share of parts.

'B' stream - Improved style of speech
Ability to express in writing clearly & concisely.
if poss
Desire to read books for entertainment & information

'Retarded' - be able to read well enough to meet needs

Be able to express himself in written & oral work.

1) Written English - modelled on pupils everyday experiences. Formal essays few in number

2) Grammar - should arise naturally from written & oral work. Main work oral.

Recognition of main parts of speech. sentence construction.

3) Vocab - good amount of spelling, with understanding of meaning words & use in sentences. Word books kept.

Word games.

4) Narrative & Description - must spring from everyday work of school life. Not of oral work.

5) Accuracy & appropriateness - Filling in forms. Sending

Scripture

Aim - study of growth of Christianity, principles of life

Form I & II - interested in daily life & people.

Looking for heroes to admire

Guidance to support growing self reliance

Wide range in syllabus

Avoid - giving of elaborate teaching beyond power of children's understanding

giving more infantile type of teaching

O.T. through lives of individuals

Rouse interest - realise they are intimately related with God

Direct teaching about God

Atmosphere of love & joy, wonder & trust.

To present revelation of God in the Bible.

Revelation of Jesus in N.T.

Seasons - Deal with stories

Syllabus

A stream - introduction to Bible, contents & why read it. Life & background of

people. Find Palestine on map.

Stories Jesus heard as a boy

12) Poetry :- Avoid poems dealing with emotions of adult life. Should be presented as a whole. Life & character of poet.

13) Speech training - aims - Improve speech of pupils by correcting sounds not properly pronounced. By improving & making sounds more distinct. By cultivation intelligent reading & thinking.

Retarded - Spoken English has prominent place. Encouraged to talk freely to teacher give accounts of experiences.

2) Dramatic work - simple plays with plenty of action & little speech - large casts.

3) Poetry - simple narrative - most reading aloud done by teacher.

4) written work - short sentences about Pets, games, hobbies, short sentences about something learnt in class.

Simple letters, grocery orders etc.

Comic strip - illustrate story or written caption.

5) reading - very slow, constant repetition, a little often

15p/42pneu/62

Creation, garden of Eden etc. to 10 commandments
Teaching about God & man.

Jesus as Son of God and Saviour.
Daily life as Jesus saw it.

Heroes of the Kingdom. - Ignatius, St George etc.

~~13~~ 14

Don't be over intellectual. Don't give detailed
explanation. Be prepared to answer fearlessly
any questions by thoughtful child. Approach
varied. All modern aids. Narration, dramatic, practical,
sketches, models.

Discussions in last years

Choral speaking, memory work.

Bible - in hands of children.